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ABSTRACT

In order to determine the most effective method of administering the cooperative education program at the College of the Mainland (COM) in Texas, the author surveyed community colleges supporting cooperative education under a Title IV grant, conducted interviews of COM faculty and staff, reviewed the literature, and reexamined COM's formal and informal administrative structure. Results indicated that cooperative education programs were most often supervised through the Dean of Instruction; that an increased number of community colleges were incorporating behavioral objectives into cooperative education; that most programs included field experiences, with a few cooperative education divisions also supervising internships and independent study; that most cooperative education divisions were centralized, either through coordinators with support personnel or through instructor-coordinators assigned to instructional divisions; and that most colleges reimbursed their instructor-coordinators by reducing teaching loads or increasing salaries. Recommendations for COM, the questionnaire, a list of responding institutions, alternative organizational charts, position descriptions for cooperative education personnel, a list of program activities, and a budget are appended. (Author/DC)

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A STUDY TO DEFINE THE ROLE OF THE DIVISION OF COOPERATIVE EDUCATION AT COLLEGE OF THE MAINLAND

by

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College of the Mainland

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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APPENDIX

A STUDY TO DEFINE THE ROLE OF THE DIVISION OF COOPERATIVE EDUCATION AT COLLEGE OF THE MAINLAND

Introduction and Statement of the Problem

Since 1969 at College of the Mainland (COM), isolated efforts to improve the quality of education, involving both public and private enterprises as laboratories of learning in the community, have been made. Examples of this involvement are the Division of Cooperative Education offering cooperative education work experience to students in Academic and Technical-Vocational Programs, the Division of Business and the Division of Nursing giving academic credit for the cooperative education or the clinical experience; the Division of Humanities and the Division of Social Sciences planning short-term field experiences for credit within a specific course.

The newly created Division of Cooperative Education now reports to the Dean of Instruction. Other Divisions sponsoring off-campus field experience education report directly or indirectly to the Dean of Instruction. Students seeking parttime and fulltime work both on and off campus are accomodated by the placement office in the Division of Student Personnel Services (SPS).

As personnel moves to expand directed, off-campus learning experiences at COM, separate and uncoordinated efforts in the community, covering a radius of only 237 square miles, may lead to chaotic, competitive thrusts among Divisions. With different directors, deans, faculty, coordinators and staff seeking to establish contact with business, industry, public service agencies and civic groups for student employment and/or involvement

in the community sector, COM personnel face an ever-increasing possibility of duplication of efforts and in-house conflicts and confusion. Research has shown that the basic work group in the college organization is the strongest influence upon job satisfaction and performance. "Yet, we have historically 'developed' people individually and in stratifications and have created adversaries by default." (Gleazer, 1974). Ultimately, the organizational structure must be team-oriented.

Bold and imaginative efforts to restructure the off-campus COM educational experiences along lines which would enhance educational significance to new populations was needed. Restructuring non-traditional experiential programs for the COM community must adhere to appropriate management philosophy prescribed in the COM Policy Manual and to the learning by objectives approach.

The Dean of Instruction as well as the Director of Cooperative Education realized the uniqueness of the emerging divergent plans for cooperative education, field experiences, placement and independent study at COM. This study should aid the Dean and his staff to make appropriate line and staff decisions for defining both short- and long-term goals, priorities, areas of responsibility, lines of communication, and instructional support teams for off-campus learning experiences.

College of the Mainland administrators seek to establish a positive relationship with the community. By providing a clearly defined center for the coordination and implementation of off-campus student activities, COM may avoid dysfunctional relationships within the college and community. Also, by creating appropriate position descriptions for the director, coordinators, faculty and staff who participate in off-campus student activities, duplication of efforts can be minimized, students may be more effectively served and the community can be better utilized.

Other community colleges across the Nation may be experiencing the same organizational dilemma. Only in the past several years have post-secondary institutions been funded by the U.S.O.E. for cooperative education. Historically, the only available cooperative education models were from four-year colleges and universities embracing a work/study plan, usually sponsored under placement and counseling divisions and emphasizing work experiences in contrast to directed learning experiences.

Background and Significance of Study

Asa Knowles, President of Northeastern University in Boston, Massachusetts, comments that changes should be considered in organizational structure since approximately 70 percent of all community college students hold parttime jobs while attending school (Knowles, 1971). He believes that the difficulties that students often experience both on the job and in college would improve considerably if students were enrolled in a cooperative education program. Professional staffing with clearly defined lines of authority, areas of responsibility, and areas of mutual respect and concern is critical in a cooperative education program requiring recruitment, advisment, placement, teaching and evaluation of students. In addition, Knowles cautions administrators in community colleges to avoid hasty decisions concerning the location of the cooperative education division. He encourages college presidents to structure the division in a way that the staff may have a close and unhampered working relationship with student counseling, financial aid and student placement (Knowles, 1971).

The decision of placement of the cooperative education division in the administrative structure ought to be based on the mission and philosophy of the college (Heerman, 1973). According to Heerman, seven alternative organizational locations may offer special advantages and disadvantages for community college administrators:

(1) Centralized administration and coordination as an adjunct to student services.

(2) Centralized administration and coordination as an adjunct to academic affairs.

(3) Centralized administration and coordination as an autonomous organizational activity having coequal authority with student services and academic affairs.

(4) Centralized administration in academic affairs and decentralized coordination as an adjunct to departmental and divisional instructional levels.

(5) Centralized administration in academic affairs and decentralized combined-function coordination at the departmental and divisional instructional levels. Coordination and instructional responsibilities are combined, in persons usually given the title of instructor-coordinator.

(6) Decentralized administration in an instructional branch of the college coupled with decentralized combined-function or separate-function coordination.

(7) Centralized administration in student services with decentralized coordination as an adjunct to departmental and divisional instructional levels, which may be either combined-function or separate-function (Heerman, 1973).

Wilson's survey of cooperative education in 1972 reveals that 42.3 percent of two-year colleges have organized the cooperative education division under the academic dean or vice president; 39.4 percent have organized with cooperative education coordinators under each academic department; approximately 6 percent reported to the president; and 12.7 percent were under student services (Wilson, 1972).

Research indicates only a few colleges operating with the office of cooperative education directly under the president (Heinemann, 1974). However,

La Guardia Community College in New York has given the cooperative education division this autonomy, which is a distinct advantage for the program. This college requires all students to complete three, thriteen-week, fulltime work experiences for which they receive credit. Perhaps those colleges supporting a mandatory program in cooperative education would choose well to place the Division of Cooperative Education under the President and on coequal status with instruction, student services and business affairs.

New patterns encompassing revised goals, objectives and procedures are now emerging from community colleges--thus, confusing and confounding administrators, who are attempting to support the cooperative education concept.

In April, 1974, a survey by the author for the Greater Houston-Galveston Community College Consortium enabled the Consortium to propose program activities and a cooperative education coordinator position description for each of the seven participating colleges. From the survey, 27 percent of the cooperative education educators directed university cooperative education programs under guidance and placement divisions. Of the community college respondents, 66 percent placed cooperative education in the instructional division, and only 4 percent had designed behaviorally specified objectives in their cooperative education courses. Academic credit for cooperative education was a controversial issue for all schools surveyed, since traditional cooperative education models placed little emphasis on assisting the student in relating his cooperative education experiences to his educational goals, but rather had emphasized the placement activity and fulltime work related to the student's career interest. The differences were greater than the similarities between the surveyed schools' philosophy and goals and those of COM.

A current, unpublished report from the California Consortium on Cooperative Education shows the Director of Cooperative Education operating under faculty

classification in 52 percent of the schools surveyed and acting in an administrative capacity in 37 percent of the schools surveyed (Kjeldgaard, 1975).

Also, the Kjeldgaard study showed that the Director in 36 percent of the colleges reported to the Dean of Vocational Education; in 34 percent, to the Dean of Instruction; in 3 percent, to the President; in 2 percent to the Dean of Students; and the remainder of the Directors, or 25 percent of the population, reported to the Vice President, the Coordinator of Career Education, Dean/Education Services or the Vice President of Student Affairs.

Of the cooperative education program directors in the Kjeldgaard study, 44 percent supervised students and 37 percent did not supervise students. As high as 19 percent did not respond to the question concerning supervision of students; however, of the 88 community colleges surveyed, 34 schools or 40 percent employed fulltime instructor-coordinators and 32 schools or 37 percent employed parttime instructor-coordinators. These instructor-coordinators supervised cooperative work experience students in three different modes: as an overload assignment, as part of their regular assignment, and on a volunteer basis. Sixty schools considered the instructor-coordinator assignment as an overload; 17 schools, as part of their regular load; and 6 schools, on a volunteer basis. Of the 88 colleges, 51 offered credit for the cooperative work experience to non-occupational majors in English, history, music, etc. (Kjeldgaard, 1975). A description of the position of faculty consultant for cooperative education does not appear in the literature surveyed and was not mentioned in the Kjeldgaard survey; however several authors have addressed themselves to the concept of cooperative education instructor-coordinator.

Charles Seaverns' definition of a coordinator reflects the diversity of educational experiences and functions that are required. "...usually a member of the fulltime faculty with academic rank who serves in the multifaceted capacity of a placement specialist, vocational counselor, salesman, teacher,

administrator, educational recruiter, troubleshooter, mediator, and referral agent." (Seaverns, 1970).

Most cooperative education coordinators have faculty status and are thus able to relate on an effective professional level with most teaching faculty. The correlation between the job and the teaching in many instances is of vital importance (Knowles, 1971). In the 1971 Knowles' survey on academic credit for cooperative education, responsibility for the granting of academic credit, plus determining what off-campus experiences were acceptable for credit, rested in slightly more than half of the institutions with the teaching faculty. At the remainder of the institutions, the coordination staff and variously composed special committees had the responsibility.

James W. Wilson (1972) insists that a coordinator is an educator, since "he is charged with the functioning of an educational plan and since his essential responsibilities correspond to the educative process." Furthermore, the coordinator is a learning specialist who is able to facilitate the learning process through specifying the educational objectives or goals to be achieved by the students, to design or to identify those learning experiences that can best help the students achieve those objectives and goals, and to evaluate the achievement toward those goals by the students (Wilson, 1972). Wilson (1972) further states:

> In summary, the following definition is offered, a coordinator is an educator whose specialization is the provision of meaningful learning experiences in the form of work situations and the assisting of students to relate these experiences to their educational goals.

Dudley Dawson, consultant to community colleges, believes that locating the cooperative education division in the organizational structure depends on local circumstances (Heerman, 1973). Dawson further emphasizes the need to locate the division with a dean who has interest and influence in the development of cooperative education throughout the college.

Or, another alternative model for the community college is an outside public agency. In Germany the Abeitsamt, or German career training agency, provides career counseling for all students. This agency offers vocational information, administers aptitude tests, reviews the student's school record, conferences with the student, contacts the employing agencies, and places the student according to his skills and interests. Counselors act as coordinators in the German system and are employed through a federal agency. The agency assures each student an employment placement of 30 hours per week and skills training, which is needed by society (Lee, 1973).

In creating an effective organizational structure at COM, however, an administrator must weigh the following considerations: missions of other public and private agencies; strained authority relationships; potential rewards; nurturing of close relationships; active involvement of faculty in the co-op activity; coordination of placement, counseling, admissions and financial aids with cooperative education; effective liaison with division chairpersons; potential growth; dual lines of authority; competition between administrative divisions; strengths and weaknesses of the present cooperative education program; and personnel directly or indirectly involved with cooperative education. In addition, administrators must consider national, state, and local trends for now and for the future.

Alan Pifer, president of Carnegie Corporation, speaking at the 1974 AACJC Convention proposed that community college objectives often perceived as secondary be given new priority:

> . . . I see the community college as the essential leadership agency. I'm going to make the outrageous suggestion that community colleges should start thinking about themselves from now on only secondarily as a sector of higher education and regard as their primary role community leadership. . . . Not least, they can become the hub of a network of institutions and community agencies--the high schools, industry, the church, voluntary agencies, youth groups, even the prison system and the courts--utilizing their educational resources and, in turn, becoming a resource for them (Gleazer, 1974).

Donald C. Burns (1974) insists that community colleges should seek to develop better cooperation with the existing area service agencies striving to enhance their goals and objectives. He concludes that an area guidance center can better serve the greater needs of the community with all the educational and service agencies assuming an advisory role His outreach concept for this center would make better use of public funds. Through the assessment of available community services and community needs, the enlargement and enrichment of services not available for the community citizens could be provided by the creation of an on-campus center.

Another possible service provided by this center could be the location of cooperative education jobs for the faculty. To refresh their expertise in their area of specialization, faculty would be encouraged and rewarded for their willingness to return to public or private employment in their professional field. These experiences could be arranged without adversely affecting the obligation of faculty to their college--these experiences could only serve to upgrade and refresh their knowledges, thus making them more valuable members of the teaching community.

The "center concept" could also change the traditional function of the community college placement office. The community college placement function has been limited to posting job openings and scheduling recruiters, many times combined with the financial aids office, and many times simply manned only partially by persons with other duties of a higher priority. Recent developments in post-secondary education point toward a possible reevaluation of the placement function, and may result in a new awareness of placement's potential usefulness (Parker, 1975). With this new awareness concepts like "career planning" and "career counseling" may merge with the concept of "career placement" into a service activity that will utilize an organizational model encompassing job solicitation, public relations, interpretation of college

programs, off- and on-campus parttime and fulltime employment, development and implementation of short-term courses to career planning, publication of materials related to employment trends, job position descriptions, salary forecasts, counseling and advisement.

Procedures for Collecting and Interpreting Data

To establish organization placement and appropriate role descriptions for the Division of Cooperative Education at COM, an Eric search was conducted to seek descriptions of cooperative education divisions in other community colleges; pertinent literature from The Clearinghouse for Cooperative Education at Northeastern University was synthesized; cooperative education models in 69 community colleges and universities across the nation were analyzed; and colleagues within the COM organization were interviewed.

After a survey of available literature, the author found a sparse amount of concern for the role or placement of cooperative education in the organizational structure of community colleges. Few studies have been conducted to prove the effectiveness of the new cooperative education models in community colleges that have had less than five years to establish their programs and to feel the impact of diversified and many times uncoordinated off-campus placement activities. In addition, community colleges and universities are only beginning to emphasize a systems approach to learning, incorporating specific goals and objectives for cooperative education students. College of the Mainland supports this model for learning, requiring more individualized selection of planning for, teaching of, counseling of, and evaluation of students than the traditional placement models. From the research literature the author found that the differences were greater than the similarities between COM's philosophy, missions and goals and other university or community colleges'. Thus, the author had fewer references for the report, had to rely on COM campus interviews, and a reexamination of COM's present formal and

informal administrative structure, and three unpublished surveys for final conclusions and recommendations.

In February, 1975, the author surveyed a more select group of colleges for the purpose of answering the following questions:

1) How may the Division of Cooperative Education better serve to coordinate and direct off-campus learning experiences at COM?

2) What are the emerging roles of the Division of Cooperative Education?

3) Can an appropriate organizational chart with well-defined position descriptions be established for cooperative education at COM?

4) Can the functions of placement, cooperative education, field experience and independent study be directed by one division?

The population for the current survey was limited to community and junior colleges receiving USOE, Title IV D, funds under the "Implementing" or "Strengthening" grant categories. Schools funded under the "Planning" category were not included, since experience in implementing and strengthening cooperative education programs was considered a necessary and valuable variable in lending creditability to the survey. Of the 110 questionnaires mailed, 54 colleges gave a timely response. (See Appendix.) Of these 54 colleges, 88 percent incorporated behaviorally specified learning objectives in their cooperative education courses. For the purpose of the statistical section of this study, those schools operating without behaviorally specified learning objectives were not considered. College of the Mainland is commited to the systems approach for learning, requiring behaviorally specified learning objectives for all courses. Thus, to include those schools that embraced a different philosophical commitment in the statistical portion would have tended to skew the outcomes and recommendations gained from the survey.

Research Results

From the survey a noticeable 91 percent of the selected community colleges awarded academic credit based on 19 different combinations of evaluation strategies, thus, recognizing the educational value of the experience and thus placing the emphasis on instruction--on learning. Of the 19 evaluative approaches for measuring student achievement, three combinations occurred most frequently:

1) goals and behaviorally specified objectives, the employer's evaluation and the coordinator's evaluation;

2) behaviorally specified objectives, the employer's evaluation, the coordinator's evaluation and the faculty evaluation;

3) behaviorally specified objectives, a semester report, the employer's evaluation, and the coordinator's evaluation.

An emerging technique for measuring achievement in cooperative education was student/self evaluation. Eight percent of the selected respondents were using this approach, combined with behaviorally specified objectives, a semester report and the employer's evaluation or combined with behaviorally specified objectives and the employer's evaluation.

Using a modification of Heerman's (1973) seven alternative organizational locations in the current survey, the author found that 48 percent of the administrators of cooperative education reported to the Dean of Instruction; 22 percent report to the administrator of Academic Programs; 13 percent to the Administrator of Technical-Vocational Programs; 4 percent to the President 4 percent to the Dean of Student Personnel Services; 4 percent to the Administrator of Continuing Education; and 4 percent to the Administrator of Career Development and Services. (See Figure 1).

ORGANIZATIONAL HIERARCHY IN THE
ADMINISTRATION OF COOPERATIVE EDUCATION

Administrator of Cooperative Education Reports to	Authority Percentage
Dean of Instruction	48
Administrator of Academic Programs	22
Administrator of Technical Vocational Programs	13
President	4
Dean of Student Personnel Services	4
Administrator of Continuing Education	4
Administrator of Career Development	4

Figure 1

Of the two most current studies in organizational structure for cooperative education, the author's in a national survey and Kjeldgaard's in California, the cooperative education program is most often administered under the instructional division.

In the survey, field experiences were directly supervised by 67 percent of the respondents; placement, by 39 percent; internship, by 37 percent; and independent study, by 24 percent. From the same categories internship experience were indirectly supervised by 26 percent of the respondents; independent study, by 26 percent, field experiences, by 20 percent; placement, by 20 percent. A high percentage of respondents noted no responsibilities, directly or indirectly, for the four catagories (See Figure 2).

RESPONSIBILITY FOR ADMINISTRATION OF RELATED FUNCTIONS

Functions	Directly %	Indirectly %	None %
Field Experiences	67	20	13
Internship	37	26	37
Placement	39	20	39
Independent Study	24	26	50

Figure 2

Furthermore, in the author's study representing a cross-section of the national scene in cooperative education, 39 percent indicated that the cooperative education division was centralized with coordinators and other support personnel; 28 percent was centralized with instructor-coordinators assigned to an instructional division chairperson; 15 percent was centralized with cooperative education faculty consultants assigned to an instructional division chairperson; and only a fraction of a percent was centralized under placement.

Respondents from 12 colleges forwarded detailed descriptions of the cooperative education instructor-coordinator's area of responsibility. In the Los Angeles City Schools, instructor-coordinator had no placement responsibilities, visited each training station once each semester, did not direct seminars, evaluated students on the basis of employer evaluations and behaviorally specified objectives, and maintained students' files. Instructor-coordinator load was calculated by counting eight cooperative education students as the equivalent of one credit hour, or 4 credit hours was equal to 32 students. On this basis, a fulltime instructor-coordinator would be assigned a possible 128 students, if the common faculty teaching load assignment was 15 credit hours!

Another community college, Dabney S. Lancaster Community College in Virginia, indicated that the instructor-coordinator was given total responsibility for guidance, selection and placement of cooperative education students, assisting students in adjusting to their work environment, improving training by the employer, correlating classroom instruction with on-the-job training, directing a youth organization, providing services to graduates, maintaining good public relations, and tending various administrative duties. Behaviorally specified objectives were not utilized by this college. The teacher-coordinator load factor was calculated by utilizing the following formula:

$$\text{Credit Hour Equivalency (CHE)} = \frac{\text{No. of Students} \times 20 \text{ min./week/student}}{60 \text{ minutes}}$$

Example: If 25 students were participating in the cooperative education course

$$\text{CHE} = \frac{25 \text{ students} \times 20 \text{ min./week/student}}{60 \text{ minutes}}$$

$$= \frac{25 \times 20}{60} = \frac{500}{60} = 8.3 \text{ credit hours}$$

or

3 students = 1 credit hour

9 students = 3 credit hours

45 students = 15 credit hours

The Texas Education Agency (TEA) prescribed a minimum of 40 cooperative education students per instructor-coordinator for funding under the mid-management program requirements. Or, the supervision of 20 students in training stations was considered to be the equivalent of a teaching load of 6 semester hours. Furthermore, an extension of this guideline would mean that 10 students would equal 3 credit hours and 50 students would equal 15 credit hours. Under the TEA Guidelines the instructor-coordinator is required to teach seminars each week, to assume full responsibility for the quality of training, to file

a training plan for each student, and to surveil the student's progress. No mention is made of designing behaviorally specified learning objectives, nor are limitations set on who does the actual placement of the student (Guemple, 1974).

Another survey respondent, Beaufort County Technical Institute in North Carolina, adheres to the same instructor-coordinator requirements as Dabney S. Lancaster Community College; however, Beaufort County Technical Institute limited the instructor-coordinator load to a maximum of 50 students.

In the Georgia Intern Program three key participants directed the student learner--the campus coordinator, the faculty advisor, and the agency supervisor. The campus coordinator served as the liaison between the intern program and the college, advertised the program on the campus, recruited students, scheduled student interviews, made arrangements for course credit, arranged for appropriate faculty advisors, and administered the program. The faculty advisor's main responsibility was to insure that the academic quality of the internship was maintained; i.e., the advisor defined the goals and objectives with the intern, maintained close contact with the intern, counseled the intern, and established procedures for evaluating the experience.

In a study by Donald D. Hiserodt (1971) for the Maricopa County Junior College District in Arizona, the incentive plan for occupational education faculty was designed to encourage faculty to participate in the cooperative training program. Hiserodt recommended that any fulltime faculty member teaching in an occupational education curriculum was eligible to coordinate up to 12 students' work experience per semester. These faculty coordinators would earn $50 per student per semester by agreeing to certify student eligibility, attest to a student's work experience, visit the training station at least twice each semester, sign the student's time and work report, and

provide counseling and advisement regarding the work experience and educational program. However, these faculty coordinators were not involved in designing an individualized program incorporating behaviorally specified learning objectives for their students.

After the survey results were tallied, three COM administrators and one instructor-coordinator were interviewed for the purpose of synthesizing their perceptions of cooperative education, their ideas for its future role at COM, and their viewpoints of its placement within the total organization. All agreed

1) that cooperative education is one strategy for learning,enabling instruction to broaden,encompassing both in-class and out-of-class activities.

2) that cooperative education should be unified under a major branch of the College, preferably the Division of Instruction.

3) that placement is a service function complementing the cooperative education program and responding to it on a first priority basis.

4) that decision makers must consider the goals of the College, the strengths and weaknesses of the individuals involved, and the community, whenever new proposals for line authority and role descriptions are made.

5) that development of supportive relationships must emerge from any organizational change in order that both material and human resources are appropriately defined and appropriately utilized.

Recommendations

As a result of this study, the author recommends that

1) Since U.S.O.E., Title IV D, funding is assured for at least one more year, the College continue to endorse the present cooperative education organizational structure in 1975-76 with the Director of Cooperative Education in a staff position to the Dean of Instruction and teacher-coordinators in the Division of Business in a line position to the Chairperson of Business.

2) The new position descriptions for director, faculty consultant and teacher-coordinator be accepted by the administration at COM. (See Appendix.)

3) Further studies be conducted to determine the feasibility of the faculty consultant concept with rationale for the utilization of these persons in cooperative education and for appropriate faculty load factors in terms of time and expertise. In the interim, however, the role of faculty consultant should be established for the purpose of setting up competencies and possible objectives for each major career area not covered by teacher-coordinators.

4) To meet the challenge, educators leading the cooperative education program must continually redesign their position descriptions to allow for their growth and development, thus, providing for the growth and development of the concept of cooperative education.

5) In the 1975-76 school year the administrator of cooperative education propose experimentally that cooperative education faculty consultants in Natural Science and Math, Humanities, Social Science, Industrial Education, Health and Physical Education, Law Enforcement and Nursing be given a 1/5 reduced teaching load and be held responsible for those items listed in their position description. (See Appendix.)

6) With the present scarcity of experienced cooperative education coordinators in Academic Programs, the College consider the gradual assumption of teacher-coordinator's responsibilities by each faculty consultant, after a possible one- or two-year training period for the faculty consultant by the Director of Cooperative Education

7) Those persons directly involved in the planning, implementation and strengthening of cooperative education at COM must accept new roles for the future; that is, a major thrust for all leaders in cooperative education

must be to provide meaningful experiences that are educational experiences for students. The challenge then is to seek alternative options with both intellectual rigor and breadth: for example, self-employed students in some areas, joint ventures with other professionals and/or students; work in a political party; projects on living experiments; vacation experiences with preconceived objectives; service projects; and student-designed programs.

8) Three cooperative education advisory committees be formed and goals for each committee established by its members. These committees should be faculty, community and student advisory committees. The composition of each committee may be left to the discretion of the Director of Cooperative Education.

9) Under the proposed position description for director of cooperative education, a full teaching load be designated as a maximum of 30 cooperative education students.

10) Under the proposed position description for teacher/coordinator, a full teaching load be designated as a maximum of two, three-hour credit courses or the equivalent.

11) Utilizing the three "new" organizational charts, COM administrators evaluate the thrust of cooperative education and supportive services and recommen as the new organization emerges, the most effective placement of cooperative education. (See Appendix.)

12) A possible source of money for the creation of a Career Planning and Placement Center for COM is from the AIDP Grant, Supplemental Section, that may presently be awarded to the College. If 30 percent of the Supplemental funds are used for this Center, different priorities may emerge for COM. Piecemeal efforts for career planning and placement should be remedied through the Center with well-planned programs supporting recruitment, admissions, counseling and student orientation, career counseling, career planning with a

comprehensive career information support system and cooperative education parttime and fulltime career placement.

13) At COM appropriate coordination of present financial aids programs, such as SER. WIN, CETA, CWSP, with off-campus agencies be considered a function of the proposed Career Center. Also, extending career counseling services to the senior citizens group, the women's center advocates, bilingual citizens, minorities, and vocational rehabilitation students would further enhance the efforts of public and private agencies to upgrade the professional and personal skills of these persons.

14) A copy of this study be presented to each of the seven community colleges participating in the Greater Houston-Galveston COM College Consortium in an effort to share those research findings pertinent to their organizational hierarchy. These community colleges have implemented cooperative education under seven different organizational plans. On examination of the effectiveness of their own system, plus other systems as revealed in this study, these colleges may gain basic information for a new, viable organizational plan.

15) Copies of this study be presented to two State of Texas funding and accrediting agencies--the Coordinating Board of Texas and the Texas Education Agency--as well as to the Association of Texas Junior College Board members and administrators, since these groups are assembling information for recommendations for the administration of cooperative education in State colleges and universities.

Also, a copy of this study be forwarded to the National Commission for Cooperative Education, a group dedicated to the continuance and growth of cooperative education.

16) Cooperative education programs for the 1970's and 1980's at COM be considered in the following areas as recommended by Draper (1973): social welfare, urban planning, environmental protection, anti-pollution technology,

smog control, pre-nursery care, senior citizen programming, legal technology, criminal justice for the disadvantaged, mass transportation technology, mini-transportation planning, hospital management, logistics, industrial management and operations research. The only limitations may be the inability of college administrators to "tool up" for these futuristic problems, the economy and its short- and long-term effects on the employing community, the creative resources of faculties and the interest of students in these exotic careers.

17) COM cooperative education teacher-coordinators continue to evaluate their students through the use of behaviorally specified objectives, employer and student evaluations and the semester goal project.

Abstract

As COM personnel moves to expand directed, off-campus learning experiences, separate and uncoordinated efforts in the community may lead to chaotic, competitive thrusts among COM Divisions. By providing more clearly defined areas of responsibility for the planning and implementation of off-campus student learning activities and by creating appropriate role descriptions for faculty and staff, students may be more effectively served and the community can be better utilized. Four major areas were identified as unique, innovative thrusts sponsored by the College: cooperative education, field experiences, placement and independent studies--all requiring specialized knowledges by faculty and administrators.

After an exploration of pertinent literature, surveying community colleges supporting a cooperative education program under a Title IV grant, conducting on-campus interviews of faculty and staff, and reexamining COM's present formal and informal structure, the author found that cooperative education programs were most often supervised through the Dean of Instruction; that placement divisions were highly supportive of off-campus job location; that an increased number of community colleges were utilizing the systems approach to learning, incorporating behaviorally specified objectives in cooperative education; that most community colleges included field experiences under cooperative education, with few cooperative education divisions supervising internships and independent study; that most cooperative education divisions were centralized with instructor-coordinators or were centralized with instructor-coordinators assigned to an instructional division; and that most colleges reimbursed their teacher-coordinators by a reduced teaching load or an increased salary.

The author recommends that COM continue to support cooperative education, creating faculty consultant posts in each major instructional division and advisory committees from the student body and the community with the continuation of the college advisory committee; that alternative options be explored for off-campus educational programs; that the new job descriptions for cooperative education director, teacher-coordinator and faculty consultant be adopted; that monies from the AIDP Grant be channeled into a Career Planning and Placement Center; and that the present cooperative education faculty continue to evaluate the student, the employer, the experience, and the coordinator each semester to assure a viable, pace-setting cooperative education model for other community colleges.

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APPENDIX

DEFINITION OF TERMS

Cooperative Education (Co-op) - At COM cooperative education is a one-, two-, or three-semester plan that offers a student work in the community during his studies at the College. Each course offers four hours credit for exploratory, career preparation or career retraining. The alternating, parallel, or extended-day plan may be chosen by the student with the option of receiving pay or no pay for his work.

Independent Study - A course of study designed by the student and a faculty advisor adhering to a credible set of goals and objectives leading to credit or no credit in a specified course and possibly involving off-campus activity.

Internship - An off-campus experience assigned to a student enrolled in a specific career area with the student and the experience closely supervised by a faculty career specialist. The student may earn credit or no credit for the experience.

Field experience - An activity provided for a COM student enrolled in a community organization for the purpose of the student's achieving a specified course objective requiring an off-campus reference or activity.

Placement - A service designed for the full-time or part-time placement of any student who desires a job.

Training plan - Between a representative of the employing agency and a representative of the college a flexible plan of agreement enabling the student to have a series of varied experiences on a progressive basis on the co-op assignment or job.

Greater Houston Galveston Community College Consortuim - A group of five Gulf Coast community colleges, funded under Title IV D, working together for the promotion, funding, and growth of the cooperative education concept.

USOE Title IV D Grant - Authorizes Federal support of cooperative education programs. Programs at institutions of higher education are funded specifically for planning, training, and research.

AIDP Grant - Under Title III, Higher Education Act of 1965, Part B, Advance Institutional Development (AIDP), money is awarded to institutions that have not reached their full potential and are out of the mainstream of academia.

college of the mainland

COOPERATIVE EDUCATION

February 25, 1975

Dear Co-op Administrator:

I need your help! Please take a few minutes to complete the enclosed questionnaire. Your responses will be of great value to me in my effort to produce a definition of the role of cooperative education in junior/community colleges.

Your name on the questionnaire form is, of course, optional. Be assured that all responses will be kept strictly confidential.

If you would like to receive a copy of the survey results, please indicate with an (X) on the form and return the questionnaire before March 14.

Thank you for your time and valuable assistance.

Cordially yours,

Dorothy E. McNutt

Dorothy E. McNutt, Chairperson
Division of Business

DEM/db

P.S. If you have a job description for

1) Director of Cooperative Education
2) Coordinator of Cooperative Education
3) Instructor/Coordinator of Cooperative Education
4) Faculty Consultant for Cooperative Education

please enclose a copy or copies with the questionnaire. Thank you. Thank you!

8001 palmer highway texas city, texas 77590 (713) 938-1211

QUESTIONNAIRE TO DEFINE THE ROLE OF THE DIVISION OF COOPERATIVE EDUCATION AT COLLEGE OF THE MAINLAND

Name of College _____

Name of Respondent _____

Instructions: Please use an (X) to indicate your choice of the selections. Where a specific answer is requested, please answer as briefly as possible.

A. ORGANIZATIONAL STRUCTURE

1. Who does the administrator of cooperative education report to

   a. President _____

   b. Dean of Instruction _____

   c. Dean of Student Personnel Services _____

   d. Administrator of Technical-Vocational Programs _____

   e. Administrator of Academic Programs _____

   f. Administrator of Placement _____

   g. Other _____

2. Does the administrator of cooperative education supervise a

   a. Centralized division with coordinators and other support personnel _____

   b. Centralized division with placement (parttime/fulltime jobs) personnel _____

   c. Centralized division with instructor-coordinators assigned to an instructional division chairperson _____

   d. Centralized division with co-op faculty consultants assigned to an instructional division chairperson _____

   e. Other _____

   _____

3. Does your college sponsor the following concepts and/or functions:

   a. Field experience (Definition for this study: An activity provided for a student by a cooperating community organization for the purpose of the student's achieving a specified course objective requiring an off-campus reference or activity.) _____

   b. Internship (Definition for this study: An off-campus experience assigned to a student enrolled in a specific career area with the student and the experience closely supervised by a faculty career specialist.) _____

c. Independent Study (Definition for this study: A course of study designed by the student and a faculty advisor adhering to a credible set of goals and objectives and possibly involving off-campus activity) _____

d. Placement (Definition for this study: A service designed for the fulltime or parttime placement of any student who desires a job.) _____

4. According to the above definitions, does the administrator of cooperative education directly or indirectly supervise the following functions:

	Directly	Indirectly
a. Field Experiences	_____	_____
b. Independent Study	_____	_____
c. Internship	_____	_____
d. Placement	_____	_____

B. COURSE VALIDATION

1. How do you evaluate the cooperative education experience:

a. Goals and behaviorally specified objectives _____

b. Training plan _____

c. Semester Report _____

d. Employer's evaluation _____

e. Coordinator's evaluation _____

f. Faculty evaluation _____

g. Other _____

_____

2. Is credit awarded for the cooperative education experience:

a. Yes _____

b. No _____

c. If yes, how many semester hours per course _____
how many quarter hours per course _____

Please indicate with an (X) whether you want a copy of the findings of this study.

Yes _____ No _____

SURVEY RESPONDENTS

TO DEFINE THE ROLE OF THE DIVISION

OF COOPERATIVE EDUCATION

College	Name of Person	State
Albany Junior College	J. D. Bowsman	Georgia
Alvin Junior College	S. Yates	Texas
Ashland Comm. College	A. L. Salisbury	Kentucky
Bee County College	J. A. Rouse	Texas
Broward Community College	W. M. Dery	Florida
Brevard Community College	R. L. Breuder	Florida
Bronx Community College	C. Lerner	New York
Brookdale Community College	N. N. Millner	New Jersey
Burlington County College	D. M. Melegari	New Jersey
Camden County College	H. F. Gari	New Jersey
Coastal Carolina Comm. College	C. V. Collins	North Carolina
Cochise College	R. Wullcot	Arizona
Conners State College	J. F. Klemm	Oklahoma
Cumberland County College	F. E. Fellows	New Jersey
Delgado Junior College	L. G. Bicocchi	Louisiana
Enterprise State Junior College	L. C. Wilson	Alabama
Hartnell Community College	J. Kjeldgaard	California
Hawaii Community College	T. T. Yamane	Hawaii
Jamestown Community College	D. L. King	New York
Jefferson Community College	T. F. Beard	Kentucky
L. A. Harbor Colelge	J. R. Quier	California
Land Community College	B. Way	Oregon
Lee College	O. Yates	Texas

College	Name of Person	State
Lakewood Community College	T. Horak	Minnesota
The Loop College	R. Garrity	Illinois
Los Angeles Trade Technical Coll.	F. Nardella	California
Manchester Community College	F. A. Raney, Jr.	Connecticut
Merritt College	C. Schuetz	California
Miami Dade Community College	R. Wadsworth	Florida
Midlands Technical College	J. Singley	South Carolina
Midlands Technical College	H. Burnett	South Carolina
Mohawk Valley Community College	J. G. Brereton	New York
Moraine Park Technical Institute	G. Rickman	Wisconsin
Mountain Empire Community College	L. E. Collier	Virginia
Normandale Community College	B. J. Raphael	Minnesota
Pasco-Hernando Comm. College	W. W. Holt	Florida
Potomac State College of West Virginia University	S. M. Bright	West Virginia
St. Petersburg Jr. College	W. T. Roys, Jr.	Florida
San Jacinto College	J. Welch	Texas
College of San Mateo	J. Sanford Gum	California
Santa Fe Community College	A. V. Abbott	Florida
Schenectady County Comm. Coll.	L. R. Gidding	New York
Seminole Community College	C. Cornelius	Florida
Seward County Community College	D. Freeman	Kansas
South Georgia College	R. Snyder	Georgia
Springfield Technical Comm. Coll.	J. S. Cummings	Massachusetts
Texas State Technical Institute	G. W. McMaster	Texas
Tri-County Technical College	D. G. Austin	South Carolina
Valencia Community College	C. H. Drosin	Florida
Virginia Western Community Coll.	C. Bowling	Virginia

College	Name of Person	State
Washington Technical Institute	L. M. Paradise	District of Columbia
Wenatchee Valley College	L. Wooton	Washington
Western Wyoming College	L. Amrein	Wyoming
Yauapai College	W. A. Paper	Arizona

LATE* SURVEY RESPONDENTS

TO DEFINE THE ROLE OF THE DIVISION

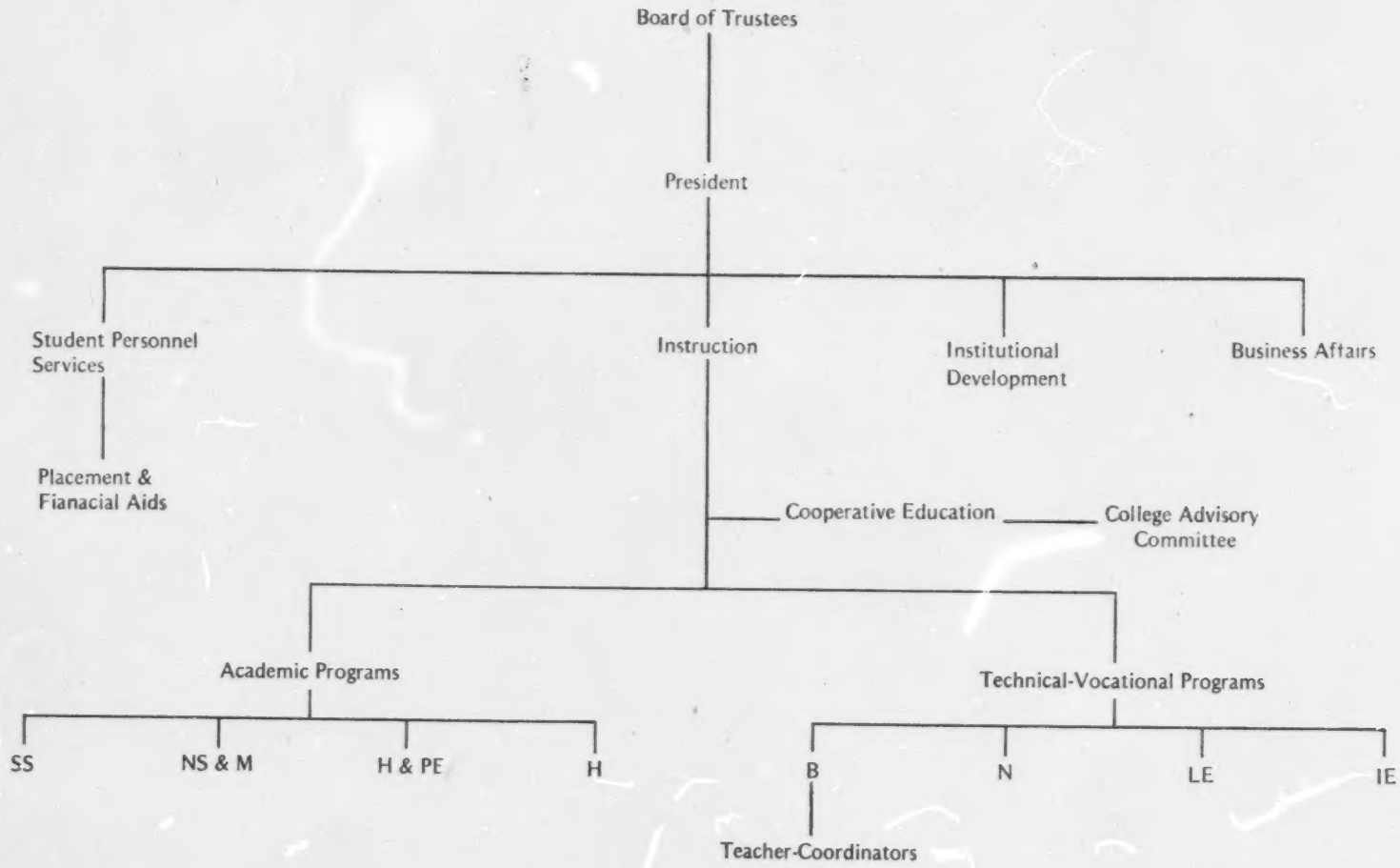
OF COOPERATIVE EDUCATION

College	Name of Person	State
Dabney S. Lancaster Comm. Col.	V. M. Ripley	Virginia
Eastfield College	V. Dobbs	Texas
El Centro College	G. A. Zimmermann	Texas
Essex Community College	Stan Harger	Maryland
Gadsden State Jr. College	H. Yocum	Alabama
Kapiolani Comm. Col.	L. M. Shimazu	Hawaii
Los Angeles Pierce College	C. P. Mozzer	California
Malcolm X College	W. L. Smith	Illinois
Ocean County College	J. N. Brown	New Jersey
Orangeburg-Calhoun Tech. Col.	Jack Moore	S. Carolina
Orange Coast College	D. G. Price	California
South Okla. City Jr. Col.	Betty Pons	Oklahoma
Trident Technical College	W. H. Vandiver	S. Carolina
University of Minnesota	Peter Fog	Minnesota
Anonymous (4)		

*Colleges did not meet the deadline for inclusion in the statistical report; however, the research narrative does reflect contributions made by these colleges.

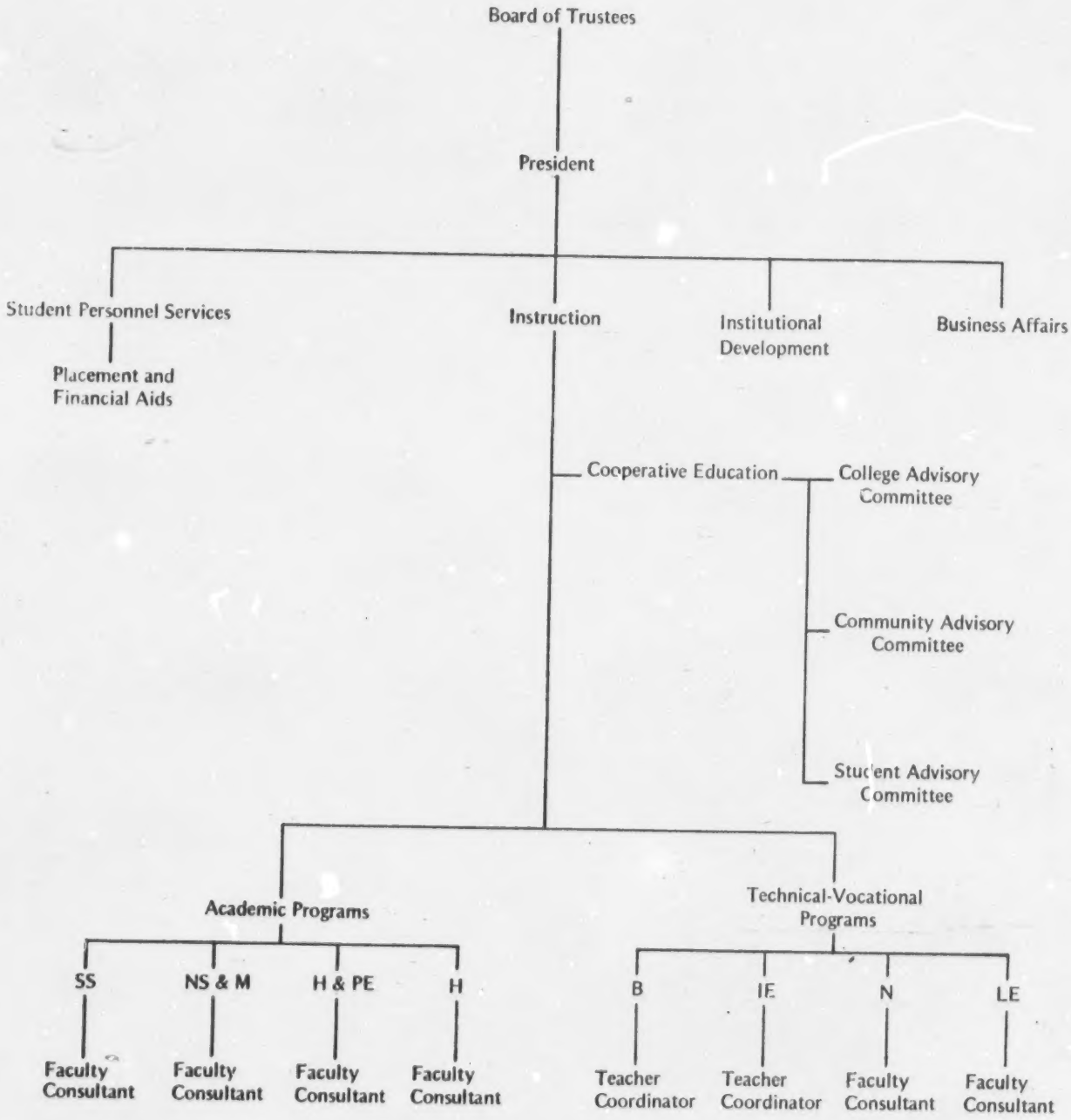
Organization Charts

KEY: SS - Social Sciences
NS & M - Natural Sciences and Mathematics
H & PE - Health and Physical Education
H - Humanities
B - Business
N - Nursing
IE - Industrial Education
LE - Law Enforcement



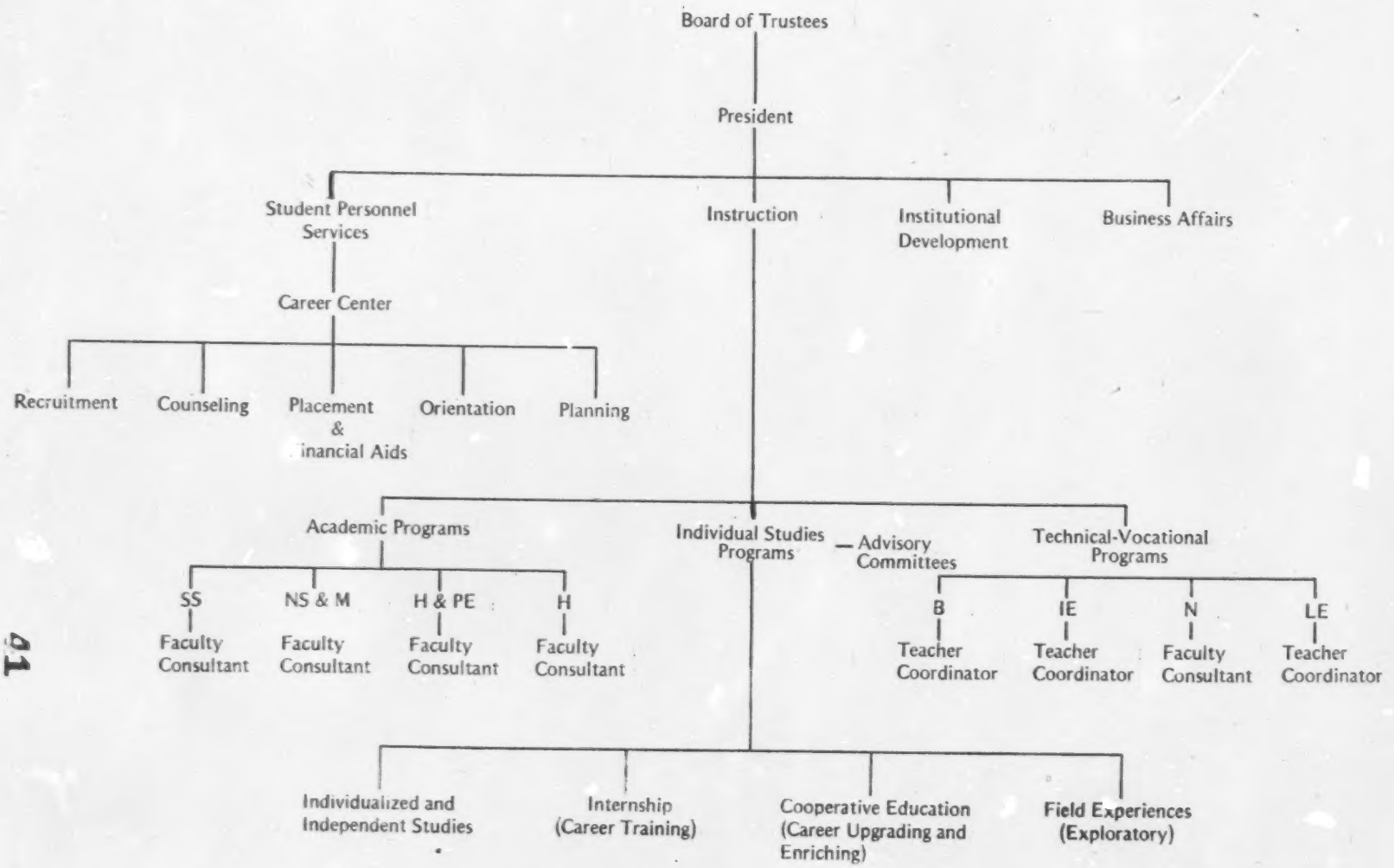
A MICRO VIEW OF PRESENT ORGANIZATIONAL STRUCTURE, 1974-75

TABLE 3



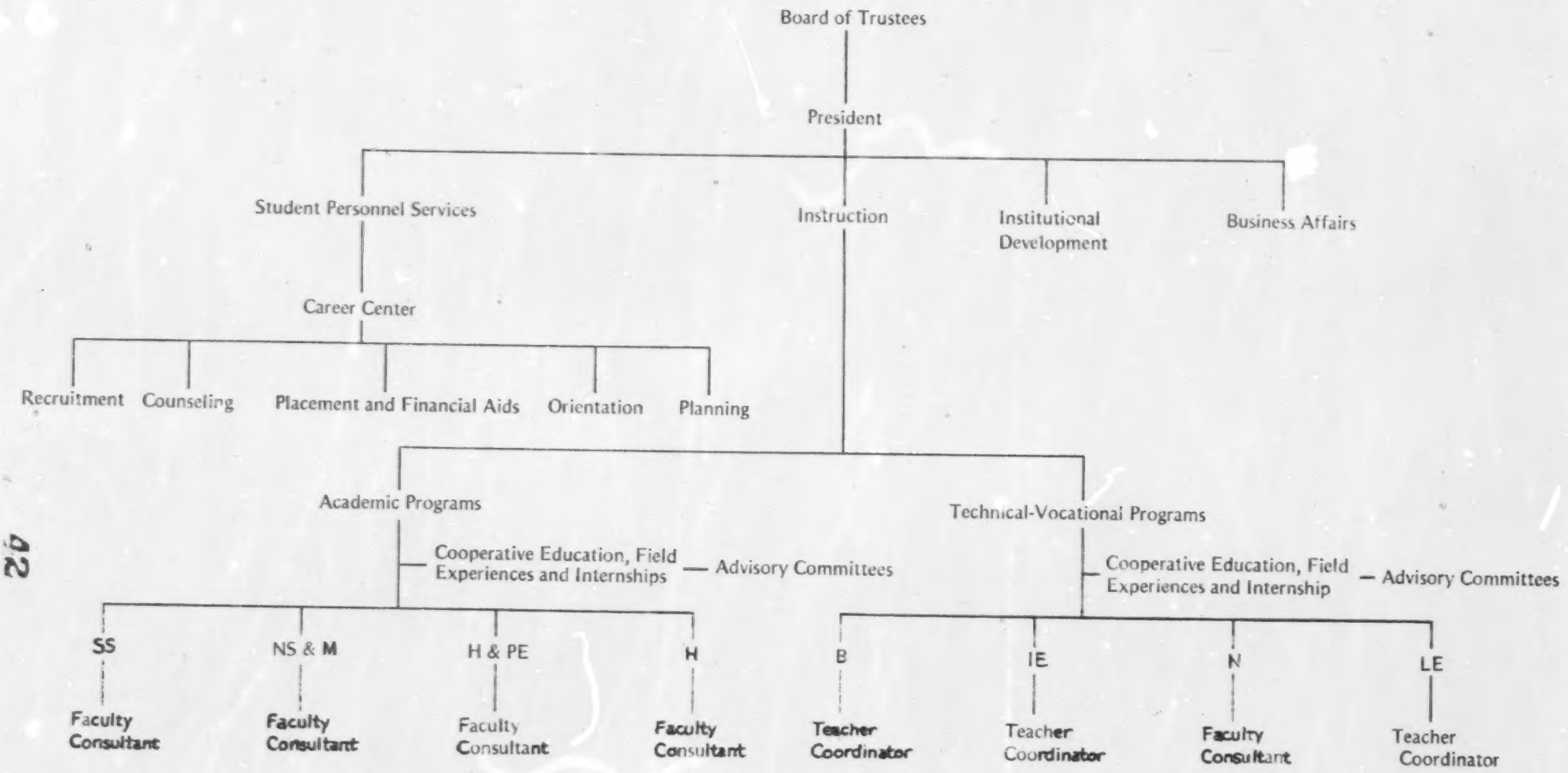
A MICRO VIEW OF A PROPOSED ORGANIZATIONAL CHART, 1975-76

TABLE 4



A MICRO VIEW OF AN ORGANIZATIONAL ALTERNATIVE, 1976-77

TABLE 5



A MICRO VIEW OF AN ORGANIZATIONAL ALTERNATIVE, 1976-77

TABLE 6

COLLEGE OF THE MAINLAND

TEXAS CITY, TEXAS 77590

POSITION DESCRIPTION

DIRECTOR, COOPERATIVE EDUCATION

I. PHILOSOPHY:

The relationship of the instructor to the student is one of senior/junior colleague. The instructor is committed to the following:

1. Democratic model
2. Academic freedom
3. The systems approach in instruction
   a. Experimentation and innovation in instruction
   b. Behavioral objectives and performance learning objectives
4. Management by objectives model
   a. Administration by objectives
   b. Teaching with behaviorally specified objectives

II. FUNCTIONS

A. Relating to Administration

1. Supervise the implementation of goals and objectives leading to ongoing program development.
2. Coordinate promotional activities for the recruitment of students, employer participation.
3. Respond as institutional representative to all local, state, and national cooperative education concerns.
4. Establish and control budgetary functions.
5. Provide leadership to all college personnel involved in the development of the all-college cooperative education program.
6. Identify methods of better managing curriculum design, registration procedures, recruitment strategies, records, and public relations programs.
7. Collaborate and cooperate with college personnel.
8. Evaluate cooperative education programs in terms of strengths, weaknesses, opportunities, and threats.

B. Relating to Instruction

The goal of all instructional functions is to promote education of the total person. The following headings (1, 2, 3) are in order of priority.

1. Course Planning

The director will
a. Design behavioral learning objectives in document form.
b. Experiment with designs of behaviorally specified learning objectives.
c. Acquire, develop, create, and schedule appropriate instructional media (print/non-print) for courses taught.
d. Prepare thoroughly for each (and all) class(es).
e. Adapt various teaching techniques to meet class and individual learning needs.

2. Coordination

The director will
a. Enlist support and cooperation of employers.
b. Assist students with career planning.
c. Select and visit suitable training stations for each student.
d. Place students in Cooperative Education assignments consistent with their career plans.
e. Plan career development of student with the employer and student.
f. Consult and assist employer supervisors.
g. Publicize program to business, educational, and local communities.

3. Evaluation

The director will
a. Utilize evaluative devices for teaching effectiveness, e.g., tests, questionnaires, opinionnaires, rating scales, anecdotal records, etc.
b. Utilize evaluative devices for course effectiveness.

C. Relating to the College

1. Student Advisement

The director will
a. Participate in formal student advisement in the areas of curriculum, course guidance, and career planning.

2. Organizational Responsibilities at All Levels (Organizational Chart)

The director will
a. Strive for open communication
b. Participate in decision making.
c. Provide constructive management effectiveness feedback.
d. Cooperate and collaborate with employees.

D. Relating to the Community

The director will be supportive of the activities of the college district, e.g.:
a. Positive relationships with colleges and secondary schools
b. Positive relationships with community groups
c. Positive relationships with business and industrial employers

E. Relating to Professional Growth and Evaluation

The director will develop and implement his own professional growth and evaluation plan.

F. Relating to Institutional Accountability

The director will
1. Participate in the management by objectives model.
2. Be responsible to the appropriate supervisor(s) within the accountability model.
3. Maintain appropriate materials for a tenure file.

COLLEGE OF THE MAINLAND

TEXAS CITY, TEXAS 77590

POSITION DESCRIPTION

FULL TIME INSTRUCTOR/
COORDINATOR COOPERATIVE EDUCATION

I. PHILOSOPHY:

The relationship of the instructor/coordinator to the student is one of senior/junior colleague. The instructor/coordinator is committed to the following:

1. Democratic model
2. Academic freedom
3. The systems approach in instruction
   a. Experimentation and innovation in instruction
   b. Behavioral objectives and performance learning objectives
4. Management by objectives model
   a. Administration by objectives
   b. Teaching with behaviorally specified objectives

II. FUNCTIONS

A. Relating to Instruction

The instructional function is primary to all other functions. The goal of all instructional functions is to promote education of the total person. The following headings (1, 2, 3, 4) are in order of priority.

1. Course Planning

The instructor/coordinator will
a. Design behavioral learning objectives in document form.
b. Experiment with designs of behaviorally specified learning objectives.
c. Acquire, develop, create, and schedule appropriate instructional media (print/non-print) for courses taught.
d. Prepare thoroughly for each (and all) class(es).
e. Adapt various teaching techniques to meet class and individual learning needs.

2. Coordination

The instructor/coordinator will
a. Enlist support and cooperation of employers.
b. Assist students with career planning.
c. Select and visit suitable training stations for each student.
d. Place students in cooperative education assignments consistent with their career plans.
e. Plan career development of student with the employer and student.
f. Consult and assist employer supervisors.
g. Publicize program to business, educational, and local communities.

3. Implementation

The instructor/coordinator will
a. Meet classes as scheduled or make adequate alternative arrangements, including seminars, individual students conferences, and coordination meetings with Cooperative Education sponsors.
b. Produce a climate of inquiry through free expression and interaction.
c. Facilitate educative resources beyond the classroom and the classroom needs.
d. Facilitate interdisciplinary experiences for students.
e. Meet scheduled office hours for consultations one and one-half hours per day, five days a week.

4. Evaluation

The instructor/coordinator will
a. Utilize evaluative devices for teaching effectiveness, e.g., tests, questionnaires, opinionnaires, rating scales, anecdotal records, cooperative work-experience evaluations, etc.
b. Utilize evaluative devices for course effectiveness.

B. Relating to the College

1. Student Advisement

The instructor/coordinator will
a. Participate in formal student advisement in the areas of curriculum and course guidance, and career planning.

2. Organizational Responsibilities at All Levels (Organizational Chart)

The instructor/coordinator will
a. Strive for open communication.
b. Participate in decision making.
c. Provide constructive management effectiveness feedback.
d. Cooperate and collaborate with employees.

3. Priority of Activities

Position load will be equitable and will recognize the following priorities and parameters:

a. Teaching and student consultations
b. Preparation for teaching
c. Intra/interdepartmental obligations (supervision, coordination, budget management)
d. Committee/task force assignments

NOTE: Items b, c, and d normally require at least one and one-half hours per day.

C. Relating to the Community

The instructor/coordinator will be supportive of the activities of the college district, e.g.:
a. Positive relationships with colleges and secondary schools
b. Positive relationships with community groups
c. Positive relationships with business and industrial employers.

D. Relating to Professional Growth and Evaluation

The instructor/coordinator will develop and implement his own professional growth and evaluation plan.

E. Relating to Institutional Accountability

The instructor/coordinator will
1. Participate in the management by objectives model.
2. Be responsible to the appropriate supervisor(s) within the accountability model.
3. Maintain appropriate materials for a tenure file.

III. DEFINITIONS

A. Instructor/coordinator: one who teaches

B. Teaching: act of facilitating learning

C. Student: a learner

D. Community: the college district

E. Measurability and Evaluation Parameters

1. Cognitive
   a. Time required to measure and evaluate cognitive learning
   b. Degree of success or achievement
   c. Measurement and evaluation instrument(s), e.g. tests

2. Affective
3. Psycho-Motor

COLLEGE OF THE MAINLAND

TEXAS CITY, TEXAS 77590

POSITION DESCRIPTION

FULL TIME INSTRUCTOR/
FACULTY CONSULTANT

I. PHILOSOPHY:

The relationship of the instructor/faculty consultant to the student is one of senior/junior colleague. The instructor/faculty consultant is committed to the following:

1. Democratic model
2. Academic freedom
3. The systems approach in instruction
   a. Experimentation and innovation in instruction
   b. Behavioral objectives and performance learning objectives
4. Management by objectives model
   a. Administration by objectives
   b. Teaching with behaviorally specified objectives

II. FUNCTIONS

A. Relating to Instruction

The instructional function is primary to all other functions. The goal of all instructional functions is to promote education of the total person. The following headings (1, 2, 3, 4) are in order of priority.

1. Course Planning

The instructor/faculty consultant will
a. Design behavioral learning objectives in document form.
b. Experiment with designs of behaviorally specified learning objectives.
c. Acquire, develop, create, and schedule appropriate instructional media (print/non-print) for courses taught.
d. Prepare thoroughly for each (and all) class(es).
e. Adapt various teaching techniques to meet class and individual learning needs.

2. Implementation

The instructor/faculty consultant will
a. Meet classes as scheduled or make adequate alternative arrangements
b. Produce a climate of inquiry through free expression and interaction.
c. Facilitate educative resources beyond the classroom and the classroom needs.
d. Facilitate interdisciplinary experiences for students.
e. Meet scheduled office hours for consultations one and one-half hours per day, five days a week.

3. Evaluation

The instructor/faculty consultant will
a. Utilize evaluative devices for teaching effectiveness, e.g., tests, questionnaires, opinionnaires, rating scales, anecdotal records, etc.
b. Utilize evaluative devices for course effectiveness.

4. Cooperative Education Consultation

The faculty consultant will
a. Establish competencies and objectives for each major career cluster
b. Provide leadership to program planning and evaluation
c. Research and recruit prospective cooperative education students
d. Attend advisory committee meetings.
e. Lend expertise in areas requiring knowledges of a specific discipline in order to support each cooperative education student in achievement of his objectives.
f. Give internal support to the cooperative education program.
g. Serve as mentor and co-learner.

B. Relating to the College

1. Student Advisement

The instructor/faculty consultant will
a. Participate in formal student advisement in the areas of curriculum and course guidance.

2. Organizational Responsibilities at All Levels (Organizational Chart)

The instructor/faculty consultant will
a. Strive for open communication.
b. Participate in decision making.
c. Provide constructive management effectiveness feedback.
d. Cooperate and collaborate with employees.

3. Priority of Activities

Position load will be equitable and will recognize the following priorities and parameters:

a. Teaching and student consultations
b. Preparation for teaching
c. Intra/interdepartmental obligations (supervision, coordination, budget management)
d. Committee/task force assignments

NOTE: Items b, c, and d normally require at least one and one-half hours per day.

C. Relating to the Community

The instructor/faculty consultant will be supportive of the activities of the college district, e.g.:
a. Positive relationships with colleges and secondary schools.
b. Positive relationships with community groups

D. Relating to Professional Growth and Evaluation

The instructor/faculty consultant will develop and implement his own professional growth and evaluation plan.

E. Relating to Institutional Accountability

The instructor/faculty consultant will
1. Participate in the management by objectives model.
2. Be responsible to the appropriate supervisor(s) within the accountability model.
3. Maintain appropriate materials for a tenure file.

III. DEFINITIONS

A. Instructor/faculty consultant: one who teaches

B. Teaching: act of facilitating learning

C. Student: a learner

D. Community: the college district

E. Measurability and Evaluation Parameters

1. Cognitive
   a. Time required to measure and evaluate cognitive learning
   b. Degree of success or achievement
   c. Measurement and evaluation instrument(s), e.g. tests

2. Affective
3. Psycho-Motor

PROJECTED PROGRAM ACTIVITIES
FOR THE
COOPERATIVE EDUCATION PROGRAM

1974-75 Survey
by Representatives of the
Greater Houston-Galveston Cooperative Education Consortium

In order to operate the Cooperative Education Program, the program activities related to specific measurable objectives will be implemented as described below:

1.0 RECRUITING STUDENTS

Conduct a comprehensive survey of the proposed target areas to identify 150 persons who will benefit from participation in cooperative education. The project staff will identify all sources of student data including high school students, currently enrolled community college students, veterans, working adults desirous of career changes or advancements, students who have previously dropped out of school due to the need to get a job, and any other students who may particularly benefit from the program. The advice of service agencies such as the Texas Employment Commission will be solicited along with advisory committees composed of representatives from business, government, and education which will include high school counselors, high school cooperative education personnel, and senior college cooperative personnel. Recruiting activities will include development and dissemination of materials (brochures and correspondence), counseling sessions and site visits.

2.0 ASSESSING STUDENT NEEDS

The project staff will develop, print, and disseminate questionnaires and interest surveys to assit in the assessment of student needs. Input and

assistance from Financial Aid Officers, Placement Directors, Counselors, Registrars, and Instructors will be solicited to provide data for analysis of student needs. Personal contacts with student will, of course, provide the greatest input for assessment of students needs. Upon determination of types of training stations which would be of greatest benefit to the student, appropriate information will be coded, keypunched, and mailed to institution responsible for maintaining a central data bank.

3.0 DESIGNATE TRAINING SITES

The project staff will survey and orient 300 prospective employers to determine their interest in providing career-related training sites for cooperative education students. Brochures and other printed materials will be developed for dissemination. Employers will be contacted, oriented, and screened before developing employer agreements to protect their interest, the interest of the student, and the interests of the school. Once the employers have agreed to provide cooperative training sites, the needs of the employer will be analyzed, coded, keypunched, and mailed to the institution responsible for maintaining a central data bank.

4.0 DESIGNING LEARNING OBJECTIVES

After careful analysis of the needs of the student, the coordinator will lay careful plans for assisting the student to write his own measurable, behavioral objectives for the cooperative work experience. Brochures for instructions in writing behavioral objectives and forms for writing the objectives will be developed and printed. A member of the project staff will assist the student in examining personal needs, seeking the advice of instructors in his field of study, and obtaining help from his employer in writing his objectives. After the student has written his objectives, a member of the project staff will provide the liaison support between the student and employer in discussing

the student's objectives and obtaining signatures of the employer, student, and program director on the cooperative training agreement.

5.0 IMPLEMENTING AND OPERATING

After placing the student at the appropriate cooperative training site, the project staff will serve as the liaison for the student with the college and the training sponsor. The staff will provide for correlation between classroom theory and practical application through the use of various techniques such as personal contacts, weekly seminars, and written reports. The student will receive the benefit of counseling and motivational support while striving to learn and affect the desired behavioral changes stated in his objectives.

6.0 PROGRAM MANAGEMENT (OPERATING THE MANAGEMENT SYSTEM)

Operation of the management system will provide for the administrative functions of planning, implementation, and evaluation as well as the coordination, liaison, and support functions involved in the efficient operation of the program. The staff shall receive the benefit of continual upgrading in cooperative education techniques by consultation with consultants and attending local and national seminars and conferences. A Director will be appointed to supervise and insure the efficient and smooth program coordination between the student, and employer, and institution as represented by the department of Cooperative Education.

Program Budget
Back-up Documentation

The preceding narrative describing the Cooperative Education Program outlines in detail the tasks included under the main headings listed below. The cost of the program have been divided into two main headings: (1) Personnel Costs and (2) Non-Personnel Costs. The four headings under Personnel Costs are described as follows:

1. MGT--Management - Directors and Coordinators
   Average Yearly salary, $15,000 ÷ 240 man day = $65.50 per man day
2. SUP--Registrars, Counselors, Financial Aid or Placement Officers
   Average Yearly salary, $14,000 ÷ 240 man day = $58.00 per man day
3. INST--Instructors involved in the program
   Average Yearly salary, $12,500 ÷ 240 man day = $52.00 per man day
4. CLER--Secretaries working with the program
   Average Yearly salary, $6,000 ÷ 240 man day = $25.00 per mar day

The number of man days to perform each of the tasks as outlined below and as described in detail in the narrative have been estimated and have been multiplied by the appropriate man day costs to arrive at the Personnel Costs.

1. RECRUITING COSTS	Personnel Costs MGT	SUP	INST	CLER	Non-Personnel Costs
Develop recruiting material	10	2	2	10	
Printing & dissemination	5			5	Outside Printer $ 625.00
Personal contacts	75	10	5	20	
Travel					Mileage $ 480.00 (4000 mile x 12¢ per mile)
					Total Non-Personnel costs.....$1105.00
Total man days	90	12	7	35	
Cost per man day	x$62.50	x$58	x$52	x$25	
Total man day costs	$5625.00	$696.00	$364.00	$875.00	.....$7560.00
Total personnel & Non-personnel costs:					$8665.00

ASSESSING
2. Student Needs

	Personnel Costs				Non-Personnel
	MGT	SUP	INST	CLER	Costs
Develop questionnaire & interest surveys	3	3		2	
Printing & dissemination	3	3		4	
Personal contacts	25	5	5	10	
Data analysis	10	2	2	5	
Data bank input/ filing	2			10	
Contracted services					$1375.00
					Total Non-Personnel costs.....$1375.00
Total man days	43	13	7	31	
Cost per man day	x$62.50	x$58	x$52	x$25	
Total man day costs	$2687.50	$754.00	$364.00	$775.00	.....$4580.50
Total personnel & non-personnel costs:					$5955.50

DESIGNATING 3. TRAINING SITES	Personnel Costs MGT	SUP	INST	CLER	Non-Personnel Costs
Printing & dissemination	2			5	500 brochures @ 25¢ = $125.00
Personal contacts: a. Recruiting calls	75				Telephone expences $300.00
b. Employee agreement development	25				
Data analysis	6	4		2	
Data bank analysis/ filing	2			6	
Travel					Mileage (6000 mi @ 12¢ Per mile) $720.00
					Total Non-Personnel costs.....$1145.00
Total man days	110	4		13	
Costs per man day	x$62.50	x$58		x$25	
Total man day costs	$6875.50	$232.00		$325.00	.....$7432.00
Total Personnel & Non-personnel costs:					$8577.00

DESIGNING 4. LEARNING OBJECTIVES	Personnel Costs MGT	SUP	INST	CLER	Non-Personnel Costs
Planning	3		3		
Printing & dissemination: Forms for measurable learning objective	2			5	
Personal contacts: Student contact	21		9		
Faculty contact	3		3		
Employer contact	21		9		
Travel					Mileage (3000 mi @ 12¢ per mile) $ 360.00
Contracted Services					$1375.00
					Total Non-Personnel costs.....$1735.00
Total man days	50		24	5	
Costs per man day	x$62.50		x$52	x$25	
Total man day costs	$3125.00		$1248.00	$125.00	.....$4498.00
Total personnel and non-personnel costs:					$6233.00

5. IMPLEMENTING AND OPERATING	Personnel Costs				Non-Personnel Costs
	MGT	SUP	INST	CLER	
Planning	10		5		
Printing & dissemination: Evaluation forms	3			1	Telephone expences $ 300.00
Personal Contacts: Student/faculty seminor	10		5	3	
Student service		6			
Employer	15		6		
Secretarial				15	
Evaluation of student/ employer reports	6		6		
Travel					Mileage $ 360.00 (2000 mi. @ 12¢ per mile)
					Total Non-Personnel costs.....$ 660.00
Total man days	44	6	22	19	
Cost per man day	x$62.50	x$58	x$52	x$25	
Total man day costs	$2750.00	$348.00	$1144.00	$475.00	.....$4717.00
Total personnel and non-personnel costs					$5377.00

Line Item Budget

Personnel:			
Director	1 F.T.E.	$15,000	
Director support	.5 F.T.E. ($15,000)	7,500	
Staff support	.22 F.T.E. ($14,000)	3,125	
Secretary	1 F.T.E.	6,000	
Total personnel			$31,625
Employee Benefits (4%)			1,265
Travel:			
Out of state 3 trips/$300		900	
Instate 16,000 miles/.12		1,920	
Total travel			2,820
Materials and Supplies			
Office supplies		225	
In-house reports and documents		200	
Total materials & supplies			425
Communications:			
Telephone		1,000	
Printing		1,000	
Postage		250	
Total communications			2,250
Contracted Services:			
Example: Consultants 20 days/$100		2,000	
Consultant travel		750	
Total consultant service			2,750
Total			$41,135
Indirect Costs (15%)			6,170
Grand Total			$47,305

Program Budget

OBJECTIVES	PERSONNEL	NON-PERSONNEL	TOTAL	%DIRECT COST
1.0 Recruiting costs	$ 7,560.00	$1,105.00	$ 8,665.00	21%
2.0 Assessing student needs.	4,580.00	1,375.00	5,955.00	15%
3.0 Designating training sites	7,432.00	1,145.00	8,577.00	21%
4.0 Designing learning objectives	4,498.00	1,735.00	6,233.00	15%
5.0 Implementing and operating	4,717.00	660.00	5,377.00	13%
6.0 Management System	4,103.00	2,225.00	6,328.00	15%
	$32,890.00	$8,245.00	$41,135.00	100%

Total	$41,135.00
Indirect costs	6,170.00
Grand Total	$47,305.00

OBJECTIVES	PERSONNEL	EMP. BENEFITS	TRAVEL	PRINTING-COMM. SUPPLIES	CONTRACTED SERVICE	TOTAL
1.0	$ 7,560.00		$ 480.00	$ 625.00		$ 8,665.00
2.0	4,580.00				$ 1,375.00	5,955.00
3.0	7,432.00		720.00	425.00		8,577.00
4.0	4,498.00		360.00		1,375.00	6,233.00
5.0	4,717.00		360.00			5,377.00
6.0	2,838.00	$1,265.00	900.00	1,325.00		6,328.00
	$31,625.00	$1,265.00	$2,820.00	$2,675.00	$2,750.00	$41,135.00

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 3 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION